

**2019-2020 Perkins Reserve Grant**

COMPETITIVE GRANT Application Due 5:00 p.m. CT, February 14, 2019

NOGA ID

Authorizing Legislation

Carl D. Perkins Career and Technical Education Act of 2006, P.L. 109-270, Title I, Part C, §112(a)(1)

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

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Application stamp-in date and time

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Grant period from **July 1, 2019 – August 31, 2020**☒ Pre-award costs are not permitted.**Required Attachments**

No attachments are required to be submitted with this application.

Amendment Number

Amendment Number (For amendments only; enter N/A when completing this form to apply for grant funds):

NA

Applicant Information

Organization **Region 10 ESC** CDN **057950** Vendor ID **751249185** ESC **10** DUNS **074875592**
Address **400 E Spring Valley Rd** City **Richardson** ZIP **75081** Phone **927-348-1700**
Primary Contact **Kristin Herbert** Email **kristin.hebert@region10.org** Phone **972-348-1470**
Secondary Contact **Ligia Curtis** Email **ligia.curtis@region10.org** Phone **972-348-1370**

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- | | |
|---|--|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | |

Authorized Official Name **Gordon D. Taylor**Title **Executive Director**Email **Gordon.Taylor@region10.org**Phone **972-3481004**

Signature

Date **02/14/2019**Grant Writer Name **Myra Scrabeck**

Signature

Date **2-25-19**☒ Grant writer is an employee of the applicant organization.☐ Grant writer is not an employee of the applicant organization.RFA # **701-19-104** SAS # **424-20**

2019-2020 Perkins Reserve Grant

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701-19-104-101

Shared Services Arrangements

SSAs are **not permitted** for this grant. Check the box below if applying as a fiscal agent.

- ☒ The applicant organization submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
There is a need for ISDs in the Workforce Solutions Greater Dallas region to offer pathways for their students to enter high-skilled jobs in the Advanced Manufacturing and Mechatronics sector.	The collaborative composed of ISDs, industry partners, and an IHE will collaborate to develop the CTE pathway of Advanced Manufacturing and Mechatronics to prepare students to successfully meet industry needs in this high-skill, high-paying job sector.
There is a need for resources and support to develop pathways in Advanced Manufacturing and Mechatronics that lead to certifications/degrees to fill jobs that are currently needing qualified employees.	ISDs, industry partners, and the IHE will collaborate to ensure that this pathway is aligned with local workforce identified needs and target occupations. Industry partners will volunteer to mentor students, provide on-site visits to their businesses, and assist in the recruitment of students.
Local surveys indicate a need to provide more courses and offerings at each high school to accommodate students who will be prepared to fill the in-demand, high-paying jobs in this sector.	A student recruitment strategy will be developed at each district to inform all stakeholders of the pathway. ISDs will distribute information to all students highlighting the benefits of the pathway each semester and IHEs will work with districts to develop new courses and support students in dual credit courses.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

Each ISD will have a well-established program of study in Advanced Manufacturing and Mechatronics that spans through post-secondary coursework, which includes aligned dual credit courses, multiple entry and exit points, and industry-based certifications.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

1) Pathways have been defined through collaboration with IHEs, business partners and ISDs that include multiple entry and exit points, industry-based certifications, dual credit courses, and secondary degrees available along the pathway; 2) Courses have been identified through a crosswalk document at each district; 3) Districts have determined a 3 year Plan of Action for offering courses that are not currently offered in collaboration with IHEs; 4) A Plan of Action for spring 2020 has been developed and includes a timeline for curriculum design planning and budgeting for needed equipment and materials; 5) Student recruitment efforts will ensure that counselors are aware and supportive of the pathway so that they can encourage students to pursue the pathway; 6) At least one faculty meeting has information regarding pathway opportunities and at least one business partner will address students and staff regarding needs in this employment area; 7) Flyers and informational materials have been distributed to students and parents.

Measurable Progress (Cont.)**Second-Quarter Benchmark**

1) ISDs will offer at least one pathway course in the spring of 2020; 2) A Plan of Action for fall of 2020 has been developed in collaboration with IHEs and business partners to include planning timeline for including one additional pathway course in the fall of 2020; 3) Marketing materials, designed in conjunction with Region 10 will be provided to the school districts; 4) Student recruitment efforts include mentoring and other opportunities with business partners; 5) Informational materials have been distributed to students in grades 8-12 and their parents explaining the benefits of the program; 6) The school websites include a link to a video presentation about the pathway.

Third-Quarter Benchmark

As the grant program draws to a conclusion: 1) ISDs will offer at least one additional pathway course in the fall of 2020; 2) A Plan of Action for the spring of 2021 has been developed in collaboration with IHEs and business partners. This will include a planning timeline for including one additional pathway course in the spring of 2021; 3) Student recruitment efforts include web-based presentations for parents. School websites and school social media accounts include recruitment for the pathway. 4) Informational materials have been distributed to students in grades 8-12 explaining the components and benefits of the program.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks do not show progress towards meeting your summative SMART goal, describe how you will use evaluation data to modify your program for sustainability.

The process to collect data includes quarterly reporting of activities in the Plan of Action, scheduled Advisory Committee meetings, and evaluations after each activity. Changes in program activities will be reviewed and recommended as a result of the 3rd quarter report. Using a tiered-approach, quantitative and qualitative outcome components will be used in the evaluation process. Quantitative measures include required scheduled reports, satisfaction surveys, list of new courses implemented by fall of 2020, timeline for curriculum design, number of faculty meetings and business partner meetings, and number of students recruited for pathway enrollment. Qualitative evaluation methodologies such as interviews, surveys and focus groups will be utilized to determine if the project is being conducted in compliance with grant guidelines and the grant management plan. Data collection methodologies such as evaluator observation and parent-teacher-student surveys will be used to assess program progress. The Advisory Committee will refine, improve and strengthen the program based on reported data. Formative evaluation will begin during project development and will continue throughout the year of the project. The intent is to assess ongoing project activities and provide information to monitor and improve the project that includes strategies and activities that will involve all participants in the quantitative and qualitative assessment of each activity. This will ensure progress toward the summative SMART goal will be made so that the quality of the program implementation is maintained. These strategies include measures designed to show the alignment of local workforce regional needs and target occupations with the Advanced Manufacturing and Mechatronics as well as an increase in the number of students registering for courses that lead to certifications/degrees in the pathway. The CTE Directors and the Advisory Committee will communicate monthly with each ISD to ensure that progress is being made in the addition of courses that will lead to industry certifications. Ongoing collaboration and involvement will ensure that recommendations for program improvement are discussed in a timely manner and dealt with promptly. Continual input from stakeholders will ensure quality in all activities and products. The Advisory Committee will provide monthly briefings and the findings will be made available to interested stakeholders, sharing formative data.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- ☒ 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ 3. The applicant provides assurance that they will continue to meet all Statutory Requirements as outlined in their 2019–2020 Perkins Formula Grant, which is incorporated by reference.
- ☒ 4. The applicant provides assurance that curriculum will be appropriately aligned to regional labor market supported CTE programs of study.
- ☒ 5. The applicant provides assurance to adhere to all Statutory Requirements and TEA Program Requirements as noted in the 2019–2020 Perkins Reserve Grant Program Guidelines.
- ☒ 6. The applicant provides assurance to adhere to all Performance Measures, as noted in the 2019–2020 Perkins Reserve Grant Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the program.
- ☒ 7. **Focus Area 1** applicants provide assurance that they will submit a Memorandum of Understanding (MOU) detailing the relationship between the institute of higher education, the LEA, and business and industry partner(s) within 90 days of the grant start date. The MOU will establish joint decision-making procedures that allow for planning and implementation of a coherent program across the institutions. The partnership and the MOU must include provisions and processes for collecting, sharing, and reviewing student data to assess the progress of the students.
- ☒ 8. **Focus Area 1** applicants provide assurance that they and at least one representative from each required partner organization will attend all required conferences as described in the 2019–2020 Perkins Reserve Grant Program Guidelines.
- ☐ 9. **Focus Area 2** applicants provide assurance that any industry-based certifications supported through this grant are listed on the 2018–2019 or 2019–2020 Final List of Industry-Based Certifications of the A-F Accountability System.

TEA Program Requirements

1. **FOCUS AREA 1 APPLICANTS:** Identify partner organizations the applicant organization has collaborated with to implement the proposed project. Identify high-wage and in-demand occupations and CTE programs of study that lead to these occupations. Include and explain how regional labor market information was used in identifying and determining the CTE programs of study in collaboration with partner organizations.

The identification of the following partners for this project is based on the local workforce data, and the partners have agreed to support the proposed project. Partnering ISDs (Duncanville, DeSoto, Lancaster, and Cedar Hill) have been identified that have committed to the project. The partnering IHE is Dallas County Community College District. The business partners include Texas Instruments, Amber Electric, Shermco Industries, and National Field Services. These business partners have a high need for well-prepared applicants of jobs in advanced manufacturing and mechatronics. The partners are committed to collaborating to design a STEM pathway in Advanced Manufacturing and Mechatronics to prepare students for this fast-growing sector of the workforce to include certification opportunities, dual credit courses for the Associates degree and preparation for an advanced degree. Industry certifications that are attainable through this pathway include Data gathered by the Workforce Solutions of Greater Dallas, Dallas County Local Workforce Development Board, in its report, the "Dallas Workforce Innovation and Opportunity Act Plan for Program Years 2017-2020 clearly demonstrate that the Scientific Technology job sector is one of the fastest growing job sectors in the region with a strong forecast of expected growth of +31,819 jobs by 2020. The report states that international industries, such as Texas Instruments, have developed a strong base of engineers and information science professionals to lead product innovation globally. Since this sector is so vital to the economy, Dallas Regional Workforce Solutions 2017-2020 Plan focuses on building career pathways, connecting grades K-12 and post-secondary science, technology, engineering and Math (STEM) educational initiatives with the local technology sector. The Advanced Manufacturing/ Engineering/ Semiconductor sector is highlighted on the 2018 Work Force Commission Targeted Occupations list with example hourly wages ranging from 29.55/hour for Electronic Technicians to \$51.22/hr for Mechanical Engineers. The Mechanical Engineering job growth rate is reported at 19.2%.

TEA Program Requirements

2. **FOCUS AREA 1 APPLICANTS:** Provide a design for at least one CTE program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-wage and in-demand occupations identified by the local regional workforce board. The design must:

- Describe the commitment from all partners to assist with curriculum development to support relevant and frequent industry experiences for students participating in the program.
- Identify strategic partnerships that are already in place that provide an advantage in implementing the proposed project.

Students from each of the schools in the partnership will complete a comprehensive program of study that includes a combination of dual, concurrent, foundation high school program state required coursework as well as career and technology (CTE) courses that prepares them to enter the high demand, high skilled market of the Advanced Manufacturing/Mechatronics Technology pathway. In addition, students will simultaneously take the required CTE courses to fulfill an Associate of Applied Science (AAS). The Advisory Committee has agreed that all schools will administer the Texas Success Initiative Assessment (TSIA) to all pathway students to assess college readiness and to enable students to begin college courses based on their performance as soon as they are able and in some cases as early as 9th grade. The partners in the project have adopted a program of study that spans secondary and post-secondary education and includes a sequence of courses that are aligned to the high-demand occupations. Each student will have an Individual Graduation Plan and will be provided guidance and counseling throughout the duration of the program. The program is intentionally aligned with the Advanced Manufacturing/Mechatronics Technology pathway through collaborative dialogue and aligned vision of the Advisory Committee. The course of study enables a student to receive a high school diploma (with endorsements) and either an Associate's Degree or 60 semester hours toward a baccalaureate degree during grades 9-12. Lastly, the pathway includes postsecondary education programs leading to an Associate's degree, opportunities for industry-recognized certifications/licensure, extended learning experiences including curricular, extracurricular, work-based learning and service learning. The following depicts a program of study that spans secondary and post-secondary education, including sequence of courses aligned with high demand occupations. English I-III and English IV (or 1301-2 Composition); Algebra I, Geometry, Algebra II, and Pre-Calculus (or 1314 College Algebra 1316 Plane Trigonometry); World Geography, World History, American History, Government/Economics; Biology, Chemistry, Physics; World Languages I, II, III; Fine Art, Health, and PE requirements. Additionally, students in the Advanced Manufacturing/Mechatronics Technology certification program will take MFGT 1404 Automated Manufacturing, 1406 Mechanical Principles in Automated Manufacturing, ELPT 2419 Programmable Logic Controllers or ELMT 2433 Industrial Electronics, ELMT 1405 Basic Fluid Power. Students interested in the Advanced Manufacturing/Mechatronics Technology Associates program will also take these courses: CETT 1403 DC Circuits, EECT 1104 Electronic Soldering or EECT 1191 Special Topics in Electrical, Electronic and Communications Engineering and Communications Engineering Technology/Technician, CETT 1405 AC Circuits, CETT 1429 Solid State Devices, CETT 1425 Digital Fundamentals, MFGT 2459 Industrial Automation II, one Technical Elective, and a Social/Behavioral Science, and CETT 1441 Solid State Circuits. The schools, the IHEs, and the industry partners in the project have committed to provide activities that create a distinct college-going culture by assisting with curriculum development and provide relevant and frequent industry experiences. Industry site visits, expert speakers, and small group mentors will update students about possible occupations in their industry in the region that require an Associate's (or higher) degree, suggesting potential earnings and benefits offered. The IHEs already have existing agreements with the school districts involved in this grant. This grant will expand those existing agreements to include additional opportunities for these students. For example, Duncanville ISD has an existing agreement with Mountain View College for students to obtain a certification in Advanced Manufacturing and Mechatronics. Through this grant, their work will be expanded to include an Associate's Degree in Advanced Manufacturing and Mechatronics. We will leverage existing agreements with all ISDs to maximize coursework for students. As the Regional Service Center, ESC 10 has long-standing agreements to provide programmatic and academic professional development to the member districts.

TEA Program Requirements

3. FOCUS AREA 1 APPLICANTS: Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate degree from the partnering general academic teaching institution(s) within two to three years of graduating from high school. The crosswalk should align to higher education program of study curricula where applicable and also demonstrate how the project can lead to a bachelor's degree.

Sample Crosswalk for Advanced Manufacturing/Mechatronics Technology**DCCCD: Advanced Manufacturing/Mechatronics Technology AAS**

DCCCD Course Code	DCCCD Course Name	DCCCD Credits	Students Currently Enrolled	High School PEIMS Code	High School Course Name	High School Credits	Program of Study
Semester I							
CETT 1401	DC Circuits	4		13036800	AC/DC Electronics	.50/per sem	STEM
ELMT 1402	Basic Fluid Power	4		13037500	Engineering Science	2	STEM
ENGL 1304	Composition I	3		03220300 (11 th grade) 03220400 (12 th grade)	English III English IV	.50/per sem	ELA
***Elective	MATH Elective	3					
ELCT 1403	Electronic Soldering OR	1		13036900	Solid State Electronics	.50/per sem	STEM
ELCT 1404	Special Topics in Electrical, Electronic and Communications Engineering Technology/Technician	(1)		13037200	Engineering Design and Problem Solving	1	STEM

DCCCD: Advanced Manufacturing/Mechatronics Technology AAS

DCCCD Course Code	DCCCD Course Name	DCCCD Credits	Students Currently Enrolled	High School PEIMS Code	High School Course Name	High School Credits	Program of Study
Semester II							
MFGT 1404	Automated Manufacturing	4		13032900	Manufacturing Engineering Technology I	1	Manufacturing
CETT 1405	AC Circuits	4		13036800	AC/DC Electronics	.50/per sem	STEM
CETT 1409	Solid State Devices	4		13036900	Solid State Electronics	.50/per sem	STEM
SPCH 1311	Introduction to Speech Communication OR	3		03241400	Communication Applications	.50	ELA
SPCH 1315	Public Speaking	(3)		03240900	Public Speaking I	.50	ELA

DCCCD: Advanced Manufacturing/Mechatronics Technology AAS

DCCCD Course Code	DCCCD Course Name	DCCCD Credits	Students Currently Enrolled	High School PEIMS Code	High School Course Name	High School Credits	Program of Study
Semester III							
MFGT 1406	Mechanical Principles in Automated Manufacturing	4		13036500	Engineering Design & Presentation I	1	STEM
CETT 1425	Digital Fundamentals	4		13037600	Digital Electronics	.50/per sem	STEM
ELPT 2419	Programmable Logic Controllers I	4		13037600	Digital Electronics	.50/per sem	STEM
***Elective	Humanities/Fine Arts	3					

DCCCD: Advanced Manufacturing/Mechatronics Technology AAS

DCCCD Course Code	DCCCD Course Name	DCCCD Credits	Students Currently Enrolled	High School PEIMS Code	High School Course Name	High School Credits	Program of Study
Semester IV							
MFGT 2459	Industrial Automation II	4		13032950	Manufacturing Engineering Technology II	1	Manufacturing
***Elective	Technical Elective	3					
CETT 1401	Solid State Circuits	4		13036900	Solid State Electronics	.50/per sem	STEM
***Elective	Social/Behavioral Science	3					

Students who are interested in pursuing a Bachelor's degree in Electrical Engineering or a related field who have completed the necessary lower division coursework or who have an Associate's degree, can then enroll at a four-year university to obtain an engineering baccalaureate degree.

TEA Program Requirements

4. FOCUS AREA 1 APPLICANTS: Propose a sustainability plan to ensure that the applicant and partner organizations will continue to meet the goals of the grant after the end of the grant program.

The collaboration of the four school districts, the IHE, and employers in the region will build a system that will be continued after the grant has ended. The primary cost of the program is the technical training and equipment. The purchases made through this grant project are necessary to meet the requirements for the industry certifications to be added to the high schools' curriculum and these are non-consumable items that will have an effective life over several years. This will eliminate the need for ongoing investment for replacement apparatuses. The CTE year-to-year replacement budget will be used to maintain these items. The proposed project will utilize existing staff which eliminates the concern over the long-term sustainability of instructional staffing costs. Financially, this project is stable and well situated for long-term success. The project was developed in collaboration with the four districts, the IHE and employers. This broad approach ensures buy-in at all levels and provides multiple levels of programmatic support to ensure the goals of the project continue to be achieved after the grant period ends. Each of the school districts has long and successful history of developing, implementing and continuing projects. The same degree of planning and management that has generated that past success will ensure the future success of this project. Region 10 ESC, the fiscal agent, has an extensive and successful history of managing an array of Federal and State funded projects due to established structures and procedures that rely on broad-based management and participation. Through planning, writing and implementation, Region 10 ESC, as the grant intermediary, will identify, convene and communicate with relevant stakeholders, staff, and the Advisory Committee. This collaboration regularly includes school administrators, staff from the IHE, staff from Region ESC, as well as employers who are partners in the project. By involving all stakeholders consistently throughout the grant project, the Advisory Committee will be able to efficiently and effectively implement the goals of the project and ensure all goals and objectives are met and adjust the Action Plan as needed. In addition, the research and outreach to students, parents and community will show the Boards of Directors of the schools and IHE the value of the programs and community support to sustain the program.

5. FOCUS AREA 1 APPLICANTS: Identify and describe the operational capacity (i.e. dedicated personnel, advisory boards, data-sharing agreements) and recent track record of the identified grant intermediary in supporting key functions including work-based learning, cross-sector partnerships, collective impact initiatives, and multi-stakeholder grants.

Region 10 ESC will serve as the fiscal agent for the 2019 Perkins Reserve Grant. Region 10 ESC, along with the external evaluator, will coordinate the collection and analyze associated participant and program performance data; retain grant expenditures and activity record; submit all grant required reporting to TEA according to the schedule of required reporting periods. Region 10 Teaching and Learning Program Coordinator will serve as the Intermediary for the grant, responsible for providing opportunities for key stakeholder representatives to connect, convening key stakeholders for the purpose of developing, reviewing, and revising regional pathway activities. The intermediary will establish an Advisory Committee to meet monthly, comprised of the Region 10 Intermediary, a representative from each participating ISDs CTE department, a representative from the partnering industry, and a representative from the partnering IHE. The intermediary will coordinate with LEAs, the IHE and the industry partners to support work-based learning opportunities to prepare students for the workforce. Region 10 ESC as Intermediary, in consultation with key stakeholders from business, ISDs and IHEs, will report publicly on progress and will hold participants accountable through MOU and formal written agreements. Region 10 ESC will lead the planning for sustainability of regional pathways design and work. Region 10 ESC has an expansive history in advising, collaborating, and managing projects in work-based-learning, cross-sector partnerships, collective impact initiatives, and multi-stakeholder grants. Region 10 ESC also has partnered with the Title III National Professional Development Grants for the University of North Texas (Project NEXUS and Project SUCCESS) as well as providing professional development for building capacity in secondary math and science teachers for all districts in the Region 10 ESC area. Region 10 ESC is a leader in providing assistance to schools for School Improvement Projects, and leading Lesson Studies and Creating Turnaround Educator Pipelines (CTEP: OC-TX) grants. Each of these projects involved multi-stakeholders and cross-sector partnerships.

TEA Program Requirements

6. **FOCUS AREA 2 APPLICANTS:** Identify industry-based certifications and programs of study for the proposed project. Include information provided by local workforce development boards, economic development organizations, and/or chambers of commerce to determine high-wage and in-demand occupations and programs of study that lead to these occupations. Include and explain how regional labor market information was used in identifying and determining the industry-based certifications selected.

TEA Program Requirements

7. **FOCUS AREA 2 APPLICANTS:** Identify how many students will benefit from the grant funding and explain how offering of industry-based certifications will benefit students currently enrolled in the aligned CTE programs of study.

- If choosing to **certify a teacher in the industry-based certification to test students**, identify how many students will benefit from the grant funding and explain how this will benefit students.
- If choosing to **become a testing site**, the identify how many students will benefit from the grant funding and describe how becoming a testing site will benefit students in the LEA and within the region.

TEA Program Requirements

8. **FOCUS AREA 2 APPLICANTS:** Explain the process for paying for exams for students.

9. **FOCUS AREA 2 APPLICANTS:** Explain efforts that have already been made to ensure success during the grant period.

TEA Program Requirements

10. **FOCUS AREA 2 APPLICANTS:** Explain how the applicant organization will ensure that students are prepared for the industry-based certification exams.

11. **FOCUS AREA 2 APPLICANTS:** Identify strategic partnerships already in place that provide an advantage in implementing the proposed project.

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- ☒ The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- ☐ Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

PNP Equitable Services

Are any private nonprofit schools located within the applicant's boundaries?

☒ Yes ☐ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Are any private nonprofit schools participating in the grant?

☐ Yes ☒ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

5A: Assurances

- ☐ The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- ☐ The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

5B: Equitable Services Calculation

1. LEA's student enrollment	
2. Enrollment of all participating private schools	
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	
4. Total current-year grant allocation	
5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit	
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS (6100)**BUDGET**

	0

PROFESSIONAL AND CONTRACTED SERVICES (6200)

External Evaluator	
Total	21,000

SUPPLIES AND MATERIALS (6300)

Non-Consumable supplies and materials for hands-on student activities	
Total	59,000

OTHER OPERATING COSTS (6400)

Travel to conferences and workshops for teachers	
Total	10,000

CAPITAL OUTLAY (6600)

Equipment	
Total	571,607

Total Direct Costs 661,607**Indirect Costs** 38,393**TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs)** 700,000

Appendix I: Negotiation and Amendments (leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page of the TEA website and may be mailed OR faxed (not both). **To fax:** one copy of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to either (512) 463-9811 or (512) 463-9564. **To mail:** three copies of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to the address on page 1. More detailed amendment instructions can be found on the last page of the budget template.

You may duplicate this page

Negotiated/Amended Section For amendments: Choose the section you wish to amend from the drop down menu.	Negotiated Change/Amendment For amendments: Describe the changes you are making and the reason for them. Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments with your amendment.
<div></div> <p>FOR TEA USE ONLY Changes confirmed with _____ on this date _____ Via phone/fax/email by TEA staff person _____</p>	
<div></div> <p>FOR TEA USE ONLY Changes confirmed with _____ on this date _____ Via phone/fax/email by TEA staff person _____</p>	
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<div></div> <p>FOR TEA USE ONLY Changes confirmed with _____ on this date _____ Via phone/fax/email by TEA staff person _____</p>	